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ABSTRACT

This guide provides the adult student with information on developing a portfolio. Chapter I is designed to give the student an idea of what is involved when one participates in a program for the recognition of prior learning. Chapter II covers the various steps that the student will have to undertake to review his/her life and work experience, identify career and educational objectives, and identify and verify prior learning and the correspondence of this learning to credit courses. Information is also presented on projecting an educational program and receiving information about requests for credit and recognition by the assessors. References are listed. (YLB)

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Recognition of Prior Learning

The Portfolio
Student's Guide

Marthe Sansregret

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RECOGNITION OF PRIOR LEARNING

THE PORTFOLIO

STUDENT'S GUIDE

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FROM THE SAME AUTHOR

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RECONNAISSANCE DES ACQUIS EXPÉRIENTIELS :
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Cours sur le Portfolio pour les collèges et les universités, 1985

RECONNAISSANCE DES ACQUIS EXPÉRIENTIELS :
Le Portfolio - Guide de l'évaluateur (to be published)

The Recognition of Women's Experiential Learning in the United States, 1983 (ERIC Clearinghouse, ED 244 050).

RECOGNITION OF PRIOR LEARNING :
The Portfolio - Andragogical Counselor's Guide, 1985

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RECOGNITION OF PRIOR LEARNING :
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Looking critically and carefully at the accomplishments of your life is a tremendous "psychological" boost. Students who begin by saying, "I haven't accomplished anything," often end by saying, "I didn't realize I had accomplished so much."

Susan Simosko

INTRODUCTION

The recognition of prior learning is somewhat new in Quebec. Before you begin to develop your portfolio, some general information is provided in order to give you an overview of this service as well as answers to some of your questions. Therefore, chapter I, entitled "General Information" is designed to give the student an idea of what is involved when one participates in a program for the recognition of prior learning. Accordingly, the objective of this chapter is to provide information that will facilitate the different steps involved in the preparation of your portfolio.

The preparation of a portfolio is long and difficult and requires thinking and sustained assistance from a counselor. Chapter II, titled "Comprehensive Preparation of your Portfolio" covers the various steps you will have to undertake to review your life and work experience, identify your career and educational objectives, and identify and verify your prior learning and the correspondance of this learning to credit courses. Further on, you will make projections of your educational program and receive information about requests for credit and recognition by the assessors.

Examples and exercises are provided to help you do this comprehensive preparation of your own portfolio.

The third chapter of this document, entitled "Organization of Your Portfolio for Submission to Assessors" will show you how to arrange all the information you have collected. With the help of two examples, you will have an idea of the way to organize your own portfolio and of the documents to include in order to ensure proper presentation to assessors.

N.B.: Each time the masculine gender is used in this document, the reader must understand that it implicitly includes the feminine gender.

CHAPTER I

GENERAL INFORMATION

CHAPTER I

GENERAL INFORMATION

The portfolio is the most flexible way that you can use to prove what you have learned during your life. It is essential to remember that it is not the portfolio as such that is being evaluated but the learning outcomes. The development of your portfolio must be done in relation with your educational objectives.

The development of a portfolio is a learning process in itself through which you will try to demonstrate (with proof of evidence) what you have learned through practical experience, independent studies or other non supervised learning which is related to courses, programs or specific jobs.

The development of a portfolio varies according to the objectives of the student. The recognition of credit is one possible objective. Getting a job is another.

If your objective is academic recognition, the proof of your competence must be related to existing courses and programs of an institution and in accordance with the policies of this institution.

When you develop a portfolio for employment purposes, the situation is a little different. Not only must you demonstrate the learning and the competence, but you must also demonstrate some qualifications that serve the interests of the employer. This proof should be provided by publications written by you or from proof that the potential is there in terms of creativity, innovation, and competitiveness. This proof of potential permits you to negotiate with the employer. These negociations could affect the salary, the working hours, the job description, the working contract, or the social benefits offered.

The development of a portfolio is generally done within a particular course advertised in the calendar of the academic institution just like any other course. In the United States, the majority of people who develop a portfolio are seeking official recognition of their learning in relation to a university undergraduate program after completing high school. The development of the portfolio is considered to be a 45 hour undergraduate course. The students are registered in the course and given the same number of credits that they normally receive for a 45 hour course.

The course is usually offered by a counselor, a mentor, an advisor, or a faculty member who is called, for the purpose of this document, an andragogical counselor. This person is known for the quality of his/her assistance with adults and should be known as an expert in that field of education.

The andragogical counselor, as defined above, must fulfill the tasks which are relevant to that role which is, according to the definition of Bernard (1978) the role of a consultant, information giver, facilitator, agent of change and agent of liaison. In this specific situation (the developement of the portfolio), the andragogical counselor follows the student from his admission until the final evaluation of his file by an expert or a jury of experts.

The only people who are qualified to serve as assessors are faculty members who are considered to be experts in the field of competence which is to be evaluated. In some cases, the assessors may wish to call upon experts from outside the institution. In many cases the judgment provided by a jury of three people is more accurate and more fair than the opinion of one expert. This is especially true in cases where the skills in question are difficult to evaluate. It must be remembered that no matter where learning has been acquired, the results are the only thing that counts. An adult student should not be obliged to follow courses containing knowledge that he has already mastered, if he can prove that he has achieved the objectives which pertain to the course.

The present document enables colleges to create modules for evaluating prior learning by considering examples that have taken place elsewhere, and by relating these examples to their own system of education. Actually, these colleges could create their own models for the evaluation of prior learning by considering the specific programs

which are offered in their institutions. These models should take into consideration the needs and interests of the people who are to be served.

It is reasonable to assume, therefore, that the document presented here could be used by institutions of different levels, such as school boards, colleges and universities. However, adaptations have to be made according to the level of education concerned.

The process of developing a portfolio is a learning process that requires time and energy. Before even thinking of implementing such a program, universities should consider the feasibility of offering credit for prior learning. This decision must take into account the courses offered, the existing academic departments, and the existing internal policies and procedures of the institution. As another example, a school board may wish to limit its activities to serving people who have been away from theoretical learning for a long time. The school board would have to develop tools of evaluation which were suitable for its own academic level.

1.1 Development of a Portfolio

During your life, you have learned a certain number of things through experiences that took place outside of the traditional academic environment.

The numerous social changes that you have gone through have enabled you to acquire a certain number of skills and to master with increased assurance a certain number of skills that you already had. You might think that you have learned a number of things that you would like to obtain credit for. If such is the case, the preparation of a portfolio should be a useful and flexible tool that will enable you to prepare yourself to submit a request for credit.

The first steps in preparing the portfolio are to review your life and work experience, to identify your career and learning objectives, to identify what you have learned and in what fashion you have learned it and, later on, to relate all of this to the educational objectives.

At this point we discuss your "prior learning". This is what you have learned during your lifetime, outside the traditional school. You should remember that the important criterion is a series of

"learning outcomes" which derive from your experience and the relationship between these learning outcomes and your educational objectives. It is not sufficient to state the number of years that you worked in a specific field or did volunteer work. Neither is it sufficient to state the number of children that you have had and brought up.

The development of a portfolio is a difficult and time consuming process through which a person demonstrates, with supporting proof, the non supervised learning that has been acquired and how this learning relates to educational objectives or to job objectives. The portfolio could also include supervised learning that has not been counted toward a certificate, diploma, or other qualification.

This is called "learning by experience". When we talk about learning by experience, we must specify two types of learning *:

- supervised learning, through training sessions, internships, outside of classroom, but planned and supervised by faculty; and,
- prior learning, (or non supervised learning that comes from life experience) outside the classroom and not supervised by faculty.

This last learning, never supervised by faculty, could be called life experience or prior learning, i.e. knowledge gained prior to your admission to the college. It may include learning acquired through homemaking, volunteer work, community services, trips, leisure activities or other experiences as long as this learning corresponds to the characteristics explained later in this guide.

* Definitions adapted from Ruth B. Ekstrom

1.2 Advantages of developing a portfolio

The development of a portfolio requires that you review your life experiences in order to identify what you have learned outside the academic milieu. Nevertheless, the advantages of this work are numerous, especially in that they help you to obtain a realistic view of your competence and help you to proceed systematically to identify your different skills. Given the fact that it is difficult for an individual to evaluate his own abilities without overestimating or underestimating them, the portfolio method offers a way of making an inventory of all that an adult has learned and of preparing, with the help of a counselor, proof of competence. This will be evaluated by experts, in the persons of faculty specialized in the field which is being evaluated.

If you are considering going back to school you will want the institution to take into consideration your prior learning. This will help you learn more instead of duplicating what you already know.

It is important, therefore, for you to have a clear and realistic understanding of your level of competence as it relates to your educational objectives. This realistic understanding of your competence will help you to see for yourself the shortcomings in your education so that you can register in courses that will correct these shortcomings.

You will be assessed by experts for verifiable learning which comes from your experience, but not for experience as such. What counts is what you know and can do based on your non-academic experience.

You will also be evaluated for the portion of learning that is related to the educational program that you choose to pursue.

The experience that you have acquired may be compared to savings added to your bank account. When you want to invest in your educational program, you will withdraw from your bank the portion of learning that is applicable or that is connected to your objectives, leaving in the bank the other learning that can be used later on for other types of objectives.

The preparation of a portfolio will help you to obtain a realistic understanding of your skills and competence.

The objective of this exercise is to provide you with a better image of what you know and can do. It offers an opportunity to understand the evaluation process. It helps proving, when required, the level of competence that is really yours. This increases your confidence in yourself and increases your personal satisfaction. Verifying the learning that comes from experience may suggest to other people, when necessary, a fair and accurate way to evaluate you.

The development of your portfolio is done with the help of your andragogical counselor and consists of two stages:

COMPREHENSIVE PREPARATION OF THE PORTFOLIO

This refers to a collection and synthesis of the portion of learning through experience that corresponds to courses and programs, and which you will refer to the evaluators. It must be accompanied by the necessary supporting documents.

ORGANIZATION OF THE PORTFOLIO FOR PRESENTATION TO EVALUATORS

This refers to a synthesis and ordering of the portion of learning through experience that corresponds to courses and programs and which is to be presented to the evaluators. The necessary supporting documents must be provided. The evaluators are the only judges you will deal with in the field of competence which is to be assessed. The organization of the portfolio may include all learning that has not been applied to an attestation, a certificate, or diploma or another qualification.

1.3 Information about the collegial system

Before you undertake the development of your portfolio, you should take time to think about the collegiate or university system and make sure that you understand the main parts of it.

A Diplôme d'études collégiales (D.E.C.) may be obtained in general education (normally 28 courses) which prepares the student for university, or in vocational education (approximately 36 courses depending on the program).

D.E.C. - General

This program prepares the student for university entrance. It consists of:

a) 12 core courses
- 4 language and literature
- 4 humanities
- 4 physical education

b) 12 concentration courses

To be determined with your andragogical counselor in regard to the program you will choose.

c) 4 complementary courses

These courses must be chosen from outside your field of concentration and may not include humanities or your language of instruction. They may include other languages.

N.B.: The credit which you receive for the development of your portfolio would come into the last category.

D.E.C. - Professional (variable number of courses)

The objective of this program is to provide the student with a technological background which will enable him to get a job. It also helps adults who already have a job; for example, a non specialized technician may complete his education and become certified. He will be able to perform better in a given field of competence and may be able to earn a promotion.

The professional program consists of:

a) 12 core courses

- 4 language and literature
- 4 humanities
- 4 physical education

b) 12 specialization courses (more or less)

To be chosen among courses from the college calendar

c) 4 complementary courses

These courses are chosen from outside your field of specialization, and may not include humanities or the language of instruction

N.B.: The credit you receive for the development of your portfolio would come into the last category.

1.4 Information about the university system

The Quebec university system is similar to the American universisty system offering Bachelor's degrees (90 credits in most faculties), the master's degrees (second cycle) and doctorate's degrees (third cycle). The Quebec English university system offers, for example, in its Faculty of Arts : faculty programs, major programs, honours programs, joined honours programs*. It is strongly suggested to the counselor and to the student to refer to the general announcements and calendars of the university where the student is seeking admission.

Generally speaking, the credit is a unit that enables the university to attribute a numerical value to the work load required from a student to attain the objectives of a teaching or research activity. The credit represents 45 hours that the student spends towards one educational activity including, if needed, the number of hours of individual work that the university deems necessary .**

For example, a credit is

a) one hour of instruction and two hours of individual work per week, for one semester, or

b) two hours of practical work and one hour of individual work per week for one semester, or

c) three hours invested in research per week for one semester.

* General announcements, Mc Gill University, 1985-1986
** Règlement pédagogique cadre de la Commission d'études, Université de Montréal, March 1985

CHAPTER II

COMPREHENSIVE PREPARATION OF YOUR PORTFOLIO

CHAPTER II

COMPREHENSIVE PREPARATION OF YOUR PORTFOLIO

This chapter covers the preparation of the portfolio that you will undertake with the help of your andragogical counselor. It begins with a chronological review of your life experience using narration, then an identification of your career and educational objectives, according to your interests, values and the reasons which support your claim for credit.

Later, an identification and verification of your prior learning which corresponds to credited courses of collegial/university level will be made through a series of exercises which help you to make an inventory of the essence of your acquired learning and to choose the method of evaluation that seems to be the most suitable to you.

Examples will be provided throughout this work in order to facilitate the understanding of the different operations which are included in this work.

2.1 Review of life and work experience

Assume that you have registered at a college or university and that you have specific learning objectives. You may wish to follow a program of general studies in order to attend university later on. You may have already identified the university program that you wish to follow. On the other hand, you may wish to follow a program of vocational studies and look for a job as soon as you get your diploma. You may belong to a group of adults who go back to school and who do not have a clear idea of what they would like to do in the future.

In this latter case or in other cases, we suggest that you prepare a review of all your life and work experiences. The purpose of this review is to help you go back over the events of your life in order to identify activities that you have forgotten about. You could start as far back as you can remember, for example, your teenage years, or young adulthood. The review may take you all the way up to the present.

This work may cover several pages. It will help you to make a synthesis of your activities and could reveal to you certain sides of your personality. It could also help you identify other learning experiences that you have mastered. Take care to identify the particular year in which each event took place, and to point out marker events.

This exercise is more of a memo than an essay.

You should review this exercise with a person who has known you for a long time. This review will allow you to check whether you have forgotten certain facts which could be relevant to your preparation.

This review will provide you with an opportunity to collect all the documents that support the proof that you have acquired certain specific knowledge prior to admission. These documents will support your case when you present it to the evaluators. They may include diplomas, certificates, attestations, letters of verification, photographs, films, productions, publications, and dissertations.

EXAMPLE

EXERCISE I

REVIEW OF LIFE AND WORK EXPERIENCES

I was born into a family of eight in 19-- in a small village in the province of Quebec. My father was working as ... while my mother was busy raising the children and looking after the house. I went to elementary school and completed high school in 19--. During my teenage years, I began to practice winter sports and became captain of ...

Throughout my adult life, I have taken evening courses here and there on various subjects. I have taken a course in sociology and one in psychology in order to better understand the attitudes and behaviour of people around me. Later on, I took other non credited evening courses in finance, budgeting, and income tax. I wanted to become boss and run my own business. In between, I got married, had three children and, in order to perform better as a parent, I registered in courses related to that field.

Volunteer work has always been part of my life and, as a matter of principle, I have always given a little of my spare time every week to help a cause which I beleive in. During the last few years, I have been very active in fund raising campaigns. I led a group of volunteers who participated in this work. Some of my colleagues in this work asked me to become president of the next campaign, praising my skills as coordinator, planner, and problem solver. My colleagues see me as a person who is good at listening to others' needs and say that I am very empathic.

I am 44 years old, the children are studying and I realize that very soon I will face the "empty nest syndrome". I am presently working in a job where I will have to retire soon.

I want to go back to school and obtain recognition for the learning I have acquired and relate it to a program of studies but I am as yet still unsure of which program I would like to register in. I will need advising, counseling and orientation. I will need to prepare myself for semi-retirement. I want to study part-time during the day. I might even consider a second career and at the same time enjoy life a little more.

EXERCISE I

REVIEW OF LIFE AND WORK EXPERIENCE

2.2 Identification of career and educational objectives

Now that you know about the collegiate system and have reviewed your life and work experience, you may begin to identify your career and educational objectives, if you have not already done so.

This part of your work will enable you to think about yourself, about your life, about your goals and about your desire for change. It will be an excellent opportunity for personal development and will help you to broaden your knowledge about yourself. We suggest that you begin by defining your objectives for the future in a broad perspective. This will give you a frame to work towards while you are developing your educational project.

First of all, however, we must determine what is an objective for the future. It is defined as the way you wish to live and to behave in the future. If your objectives are not very clear and if you wish to define them more precisely, you could consult the list of reasons that are known to be sources of motivation to go back to school. These reasons are listed according to categories. You can check off the ones that you feel represent your interests and values; feel free to add any other to this list.

Once you have consulted this list, you can begin to make a link between your life objectives and your educational objectives by using the examples on the following page.

REASONS THAT MOTIVATE A RETURN TO SCHOOL *

Chek one or more of the reasons in the following list:

[ ] undertake a new career (trade, etc.)

[ ] change career (trade, etc.)

[ ] be more competent at work

[ ] obtain general education

[ ] answer admission prerequisite for a higher level educational program

[ ] formulate tailor-made programs

[ ] broaden knowledge in a discipline such as arts, maths, sciences, or languages, etc.

[ ] learn something new

[ ] develop skills related to leisure, or travels

[ ] become a militant in social movements such as feminism

[ ] understand better and find solutions to problems such as pollution and inflation

[ ] become a better citizen, a better spouse, a better parent

[ ] work more efficiently in volunteer and community service work

[ ] better understand and improve relationships with others

[ ] work in social movements such as peace, anti-nuclear groups etc.

[ ] prepare for retirement

[ ] live better during retirement

[ ] fulfill many objectives
Specify: _____

[ ] Obtain official recognition for skills acquired through life in order to normalize one's academic situation.

* Adapted from Empire State College and Vermont State Colleges Portfolios.

EXAMPLE

LIFE OBJECTIVES	EDUCATIONAL OBJECTIVES
- To know yourself better and to improve your relationship with others	- DEC in social sciences or Bach. of Arts (psychology)
- To understand and appreciate different possibilities in the business world	- DEC in administration techlogy or in commerce or B. Comm.
- To repair and check aircraft and helicopters	- DEC in aircraft maintenance

When your career and educational objectives have been identified, we suggest that you describe them in a precise and clear fashion. The exercise already completed will help you to review your objectives. Read them over in case you have forgotten some important details or observed possible conflicts of interest.

When thinking about your career objectives you could allow yourself to dream about fulfilling projects that you have not fulfilled because of certain barriers, such as lack of money, lack of time, or events such as marriage, birth of children, responsibilities involving aging parents, and so forth.

If these obstacles had not existed, you could probably have fulfilled this dream. You could decide that now is the time to undertake this project or another one, that you should do this or that. In the following exercises, you are asked to specify in writing what you want to do.

EXAMPLE

> I have always dreamt of becoming an actress. As a child, I played in sketches at school. During family reunions, people often asked me to perform, to be a mime,in order to liven up the parties. Secretly, since I was a child, I always wished to be part of a theater cast, but I was never able to fulfill this dream because my parents thought that there was no future in this field and because I was living far away from theater schools and had no money to move into town.

Once you have defined your objectives for the future and you have chosen the educational program that best suits your needs, it would be appropriate to consult people who work in the field of your choice and inform yourself about the various aspects of this domain. Based on their own experience, these people could suggest some types of learning that you will have to acquire in order to reach your objectives.

Once this verification has been done you could make a synthesis on the following sheet, Exercise 2, of your career objectives and the program in which you could register. The program listed here will be the one whose objectives best correspond to your own objectives.

EXERCISE 2

MY CAREER OBJECTIVES ARE _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I COULD REGISTER IN THE FOLLOWING PROGRAM :

PROGRAM NUMBER : _____

PROGRAM TITLE : _____

2.3 Identification and verification of prior learning and its correspondance to credit courses

Now that you have identified your career objectives as well as your educational objectives, it would be good to proceed to the identification and verification of prior learning in order to establish a correspondance with credit courses that are part of the program that you have chosen. In order to be credited, your prior learning must provide positive answers to the following questions :

- is the acquired knowledge of collegial or university level ?
- is it possible to verify that this learning has been acquired?

To help you answer these two questions, you may consult the list of applicable criteria for college and university level learning and try to establish which of your learning corresponds to those criteria.

Criteria applicable to collegiate/university level

Throughout your life, there are many experiences that you have undertaken that are not of collegial level, such as driving a car, taking a holiday, going to the bank for simple transactions, serving coffee, addressing and labelling envelopes, and so forth.

On the other hand, you may be unsure as to whether certain other types of learning are of collegial or university level. Your andragogical counselor will help you determine the level of your learning based on the following criteria.

CRITERIA FOR IDENTIFYING COLLEGE/UNIVERSITY-LEVEL LEARNING *

1. The learning must be measurable. Faculty members focus on knowledge and ability; they have no equitable way of measuring the value of experience itself.

2. The learning must have both a theoretical and an applied component. Many adults are strong in applied knowledge, but may lack a firm theoretical base.

3. The learning must be college level. Typically, a person may receive credit only for things that are of comparable level to what colleges and universities teach in their classrooms.

4. The learning must be applicable outside the specific context in which it was learned and must serve as a base for further learning. The person must be able to apply the knowledge and skills in more than one setting.

5. The learning must be relatively current. A person may not expect to receive academic credit for knowledge and skills that were acquired some time ago and have been forgotten.

6. The learning must show some relationship to the person's degree goal.

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* Rydell and Irwin, Creditable Portfolio : Dimensions in Diversity, CAEL, November 1982

In order to help you verify the level (collegial or university) of your learning, you are advised to read the following examples, which represent situations which are difficult to evaluate. Some are of university level and some are of college level. These examples describe situations which illustrate some of the difficulties experienced by students and counselors when identifying, verifying and establishing correspondance with existing courses and programs.

EXAMPLE

FRANCINE

Francine is 38 years old and has been married for 15 years. After she married, she stayed home hoping to have a large family. Her dreams have been modified since she lost her first baby. Francine and her husband wanted very much to have children but unfortunately their hopes were in vain a second and a third time. All the tests revealed that she and her husband could have children and finally, on her fourth try, she had a baby who was born alive and well.

She decided to meet with obstetricians and gynecologists concerned with this question and she set up a parents' committee for those in a similar situation. She started doing research on similar cases that she had heard about in other regions of Quebec and she compiled statistics. She put ads in the paper to create groups of parents concerned about this situation and decided to open an information center. Her research went as far as questioning whether certain methods of contraception were a possible cause for the miscarriages. She gathered enough information to write a report which was presented to the Minister of Social Affairs. While doing her research and writing her report she became aware that she had the ability to convey her thoughts and feelings in writing. Her writing style demonstrates her ability to make people understand her point of view.

She would like to be admitted to a bachelors degree program in Social Sciences and she wants recognition for credit for the research report, the synthesis she made during those years and the quality of her writing in English.

COMMENTS

When Francine wishes to establish whether her learning is of collegial or university level, she must realize that it is not the fact that she is married that is comparable to college or university level learning; neither is it the number of years she has lived with her spouse. What counts is the learning that she has mastered while doing research among obstetricians and gynecologists, the parents' committee that she formed, and research pertaining to other similar situations. The statistics that she compiled and the reports that she addressed to the Minister of Social Affairs could prove to be of a specific academic level.

Although the great desire to have children was followed by a long period of failures and disappointments, these desires and failures are not of academic value, even though she experienced a lot of emotion at the time. The miscarriage or the birth of a child is not of academic value either. Learning outcomes from these experiences must be demonstrated in the portfolio when requesting recognition of prior learning.

With the help of her andragogical counselor, Francine will be able to identify courses in a DEC program or Bachelor of Social Sciences that are related to her learning. She will be able to determine which of these skills correspond to the six criteria mentioned previously. She could request, among others, credits in language and literature, and for all other courses where she can prove that she has mastered the skills.

EXAMPLE

CHARLES

Charles is 35 and single. Twelve years ago he got a job as a medical representative for a company in the Montreal area. At that time, he had completed high school and was unilingual.

The company put him through a three-week training program in which he learned budgeting, forecasts, product and so forth. He also learned through interview simulations, how to market the product and how to improve his relationships with others.

Throughout these years, he read financial magazines, followed stock exchange activities (he built up his own small financial portfolio) and learned French in an informal way, i.e. by speaking with colleagues, listening to the radio, watching television and spending two weeks of his holiday per year in Gaspesia. Recently, he was asked to write articles for the News Bulletin of his company. Every year at the general assembly he writes the welcoming speech given by his boss. His dream is to acquire a bachelor's degree in commerce, but since he has been out of school for 18 years, he lacks confidence in himself and wants to go to college first, in order to verify his skills and have a clear image of himself.

In the last few years, he has been training young college graduates to do the same work that he is doing. This caused him to reflect on his own academic background. He decided to inquire at a Cegep about the business program and he hopes to obtain recognition for some of his learning.

He plays hockey twice a week and has been part of a senior team for the last eleven years. He also sings with the parish choir in his spare time.

COMMENTS

Charles could make a request for admission into the commerce program (28 courses). When Charles develops his portfolio, his status as medical representative, the fact that he plays hockey, the fact that he sings in the parish choir and that he takes holidays in Gaspesia do not necessarily constitute knowledge which is of collegial level.

Charles will have to demonstrate that he learns certain things when he works, writes articles, or makes budget forecasts. The product marketing, the improvement of his relationship with others, receiving grants to upgrade his French, and the training of the young college graduates could be considered for credit, if he can prove that he has been doing these things.

Like Francine, with the help of his andragogical counselor, he will be able to identify the courses in the DEC program in commerce which are closest to his learning by experience and he will be able to verify the skills according to the six criteria of the collegial level. He could also gather information about the certificates granted by universities and try to position himself at the level of his learning. If Charles is able to master specific skills from sports or music, he could be evaluated in these fields and use them as complementary courses within his program.

EXAMPLE

SALIM

Salim is 21 years old and was born in a refugee camp. Because of his situation he has learned to make himself understood in different languages and has developed ways of surviving in the minimal conditions existing around him.

He and his family have had to change countries several times and to adjust to different cultural environments. Salim has, therefore, acquired elementary and high school learning in various countries, in many languages, adjusting to different mentalities and cultures. He developed a capacity for adapting to different situations and finding quick and efficient solutions to a variety of problems. In addition, during all this time, his parents tried to maintain contact, through the Citizen's band radio, with relatives and friends who were dispersed throughout the world. Salim has learned Morse code and has started to send messages in many languages. He finally established a sort of communication network.

Salim finally lands in his new country with his family, and finds a job in a large corporation as clerk in the computer department. Working in that department he has the opportunity to learn, under the supervision of the electronics engineer, how to operate the computer recently acquired by the company. He offers his services as volunteer to assist the electronics engineer who becomes a mentor to him, so Salim gets to learn, by trial and error, the different machine-languages. He reads, documents and questions this new technology.

He wants to register in a computer technology program and consults an andragogical counselor in the Cegep nearest where he lives. His objective is to eventually become an electronics engineer but at the same time he has to continue working to support his parents.

COMMENTS

The fact that Salim was born in a refugee camp presented an opportunity to learn an array of languages. The fact that he moved from country to country has forced him to be flexible and adapt to a variety of situations and to learn new skills. The learning of the Morse code is another type of learning.

It is not the circumstances nor the events as such which will be assessed, but the learning outcomes produced by those events. Salim will make an attempt, by looking through the course contents, to determine whether his learning corresponds to college level, according to the six applicable criteria. If so, he could develop a portfolio to submit to assessors.

Salim has reason to expect that his ability to master other languages could be recognized as equivalent to courses in modern languages.

The Morse code could count as a complementary course. Moreover, the adaptation skills that he developed could be evaluated in relation to other courses which have yet to be identified. If Salim can prove that what he has learned about computers is relevant to computer courses, he could, after demonstrating his skills, obtain credits for these courses.

EXAMPLE

SUSAN

Susan is 60 years of age. She raised three children who are all on their own now. She has been a widow for the past six years. During her life as a homemaker and spouse she worked as a volunteer at the municipal library on a two-day per week basis. She has been performing various tasks such as document management, Dewey classification, cataloguing monographs, index cards, filing and other tasks.

From this experience she has developed, without pay, a school library at her grandchildren's school based on the standards and the system she had learned at the municipal library.

This new function is an opportunity for her to develop organizational skills in personnel management. When teaching volunteers in their jobs, she gathered information from her former colleagues for the tasks she had never performed herself. The quality of her work has been praised by many people.

Furthermore, she was president of the parents' committee for five years and at the same time organized charity sales for the parish. Although she was considered a homemaker, spending most of her time at home, she has been doing other tasks such as sewing her children's clothes, and she managed the family budget.

Today, she finds herself a widow with lots of spare time but with a low income. She notices that the graduates of documentation technology do the same work as she does, sometimes in a less efficient manner, yet they bring home a paycheck while she ends her week empty-handed. She realizes that it is time for her to get a salary and she wishes to obtain credit from the college where she lives in order to complete a degree in documentation technology.

COMMENTS

Susan will be able, once she consults the calendar of courses offered at the college, to ask a jury to evaluate her skills for different courses for which she thinks she has the knowledge. In addition, the fact that she was president of the parents' committee and the charity campaigns that she has organized could help her receive some credit in social sciences. She could request credit for practical experience in documentation technology and she should make sure that all letters of verification for the skills she has mastered are in accordance with the regulations.

Although Susan has been sewing for the family, she cannot claim credit for this function because of the fact that sewing does not have any relation with her career objectives and because the level of sewing she did is not of collegial level. Nevertheless, she will be able, with the help of her counselor, to find out whether managing the family budget has given her enough skills to request credit.

EXAMPLE

ANNA

Anna is 27 years old and still lives with her family in a low income neighborhood. She has not completed Cegep because of the financial situation of her family. She would like to help her parents move into another area but she and her parents are somewhat against the idea. They have always lived in that area, have made friends and have developed a lifestyle they are not ready to change. In addition, Anna appreciates the fact that she lives close to the factory where she works. She has been a militant with the union for several years in order to improve the working conditions of her colleagues and she has served as president during the past few years. She works long hours in the evening to study the workers' files; she is recognized by her colleagues as a person with clear, concise and well structured ideas. Furthermore, her ability to defend the rights of others is unquestioned at work, with her family and in her community.

Because the physical place where she lives is deteriorating, Anna decided that changes had to be made. She decided to form a committee of owners and tenants of the area, to research their needs, their values and the way they wish to live, their mentalities and their ability to adapt to change. This research enabled her to meet architects, city planners and engineers, landscapers, economists, and lawyers. She learned to prepare a legal case because her main objective is to defend the interest of the citizens, to become a citizen advocate for those who want to go on living in that area. Negotiations bring her to City Hall where she submits a complete and well written report as a legal case.

When she prepares an inventory of her skills, she notices that she very often lacks theory. She also realizes that, by going back to school and following certain courses, she could obtain the knowledge that she needs in order to become more comfortable in her negotiations. She may eventually consider law studies, industrial relations or public relations. She realizes that her experience as a union leader and her experience as citizen advocate in her community have motivated her to improve her skills.

COMMENTS

Anna could demonstrate the skills that she has developed and for which she is praised by many people based on her ability to defend the rights of others. She could supply proof of evidence, i.e. the complete file or case that she has presented to City Hall. She could make an analysis of this file according to norms that an andragogical counselor could suggest to her. The work she has done for her union constitutes a learning situation that she could, once her choice of educational program has been made, use to point out skills related to courses in this program.

Anna has aptitudes for writing speeches and writing collective agreements. She could ask for credits for her knowledge of spoken and written English.

Because Anna is not sure of her career orientation, her andragogical counselor will help her to identify the program which best suits her needs. This program, taking into account her prior learning, will enable her to normalize her situation and to acquire what is lacking in her background in order to build herself an interesting career.

EXAMPLE

RICHARD

Richard is 41 years old. During his childhood he attended the local elementary and secondary schools, but had little enthusiasm for school. Spending long days in school, listening to subjects that did not interest him, caused him to lose his taste for learning. He managed to get his high school diploma, although his marks were not good. At this point he dropped out of school.

Each day, when Richard came back from school, he had little interest in his homework but he always found the time to invent things, to read diagrams, and to interpret data; in other words, to understand the meaning of things. Even now, when he reads through a catalogue of consumer goods, he tries to see how certain products could be improved.

Forced to earn his living while he was still young, he found a job in a small appliance repair shop and, after a few years, he decided that he would like to have his own business and do this kind of work on his own. At the same time, he hoped to maintain enough free time to work on his inventions. He has succeeded in converting a small electrical appliance into an appliance that can be driven by a different energy source. Because of this modification, the appliance has become much more useful, and it is now used in many different places such as automobiles and camping grounds.

Richard owns the plans and drawings for a dozen or so patented inventions, but he faces numerous problems. Because he does his inventing at home, he does not have all the equipment which is required to verify his results, and he cannot supply all the data required by the patent office. He cannot afford to pay for the patents and the protective rights. His imcome is low, and when he wants to borrow from a bank, he cannot supply the necessary guarantees. Because he is on his own with no support from anywhere, his potential as an inventor cannot be realized.

Richard would like to complete some studies which would help him maximize his potential. According to those who know, he shows remarkable potential as an inventor, and many people could benefit from the results of his work.

COMMENTS

Richard needs to find a place where he can further his reasearch and teachers who can monitor his work and help him realize his potential.

Richard should contact the local college. Once he has demonstrated his competence, the college may give him recognition for certain skills. A jury would have to prepare a special questionnaire. They may decide to invite experts from outside to help study this situation, which is a special one - the case of an inventor who requires support for his work.

In the case of Richard, it is possible that as an inventor he has skills that do not have links with existing courses but which, in the opinions of experts, deserve some special attention.

Richard could prepare a review of his own skills and attempt to determine whether he has enough theory to go with his practical work. He could be asked to present simulations and demonstrations before jury members who have prepared a questionnaire. This would give him an opportunity to explain the process and the learning outcomes which he has derived from his inventions.

Now that you have read over the examples you probably have a better idea of the different situations that can occur in the field of recognition of prior learning. These examples have probably given you an idea of the skills that people can acquire and the link that these skills may have with existing courses and programs. In order to help you to more easily identify your skills and to classify them in specific categories, you could consult the inventory of transferable skills which is provided further on. The ratings are also found later on in this text.

While we are talking about transferable skills and the need to reflect on the meaning of these skills, we would like to refer to the case of Marc Garneau, a Quebec astronaut, the first Canadian aboard a spacecraft. Garneau's educational background consisted of a doctorate in electronics engineering. He has crossed the Atlantic Ocean in a small boat with twelve people. At age 35, he transferred the skills acquired from a trip across the Atlantic Ocean to a trip into space in a restricted environment. Whatever additional background he needed in order to become a space traveler was supplied by NASA.

Many different events occur during your life. Some of them may have presented opportunities to acquire different types of learning. Two examples of marker events are given on the following pages in order to help you complete the inventory of your skills.

EXAMPLE

MARKER EVENTS

When a person has reached adulthood, he has lived through different successes and failures. Joys and disappointments may have created learning opportunities; thus we can imagine that a winner of an important lottery jackpot may be very happy with all the additional money. Different kinds of learning could result from that event.

Let us imagine that this lottery winner was a person who always had difficulty making ends meet, who does not have any knowledge of budget management and who has now to call on bank managers and investment counselors. Our newly enriched person suddenly finds himself surrounded by new friends and a much broader family. Neighbours are now waving good morning and his colleagues envy him. In order to adjust to these emotions and start a new life with his new means, adapt to the social pressures, to adjust to his new status, this person has to learn a certain number of things.

EXAMPLE

MARKER EVENTS

Failures are also sometimes excellent opportunities for learning and one has to consider these, as well as successes, when considering learning.

For example, three people flew over the Northern Quebec in a small private plane on a fishing trip. Fog, freezing rain and other problems arose, forcing the plane into an emergency landing in an open field. No communication was established for a few days and the food supply was rapidly getting lower. The cold weather worsened the situation. Fortunately, the three passengers are alive and well today and all of them have learned something from that failed trip.

Here are some examples of factors that were probably the starting point for learning a few things:

- survival in the woods,
- establishing and maintaining communication among the three people,
- the worry about not being located and rescued.

These circumstances may have been the object of a deeper reflection, of a desire to question statistical information pertaining to this type of experience, to meet other people, to review their values, and therefore to learn new things.

After reading the marker events examples, you are asked to complete the following exercise. A list of transferable skills has been included to help you place your learning. This list has a specific rating scale* that corresponds to a specific performance level.

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

E - LACKING - You do not possess this skill well enough to actually perform it. You need significant additional learning in this area before you would attempt to apply it in a real situation.

Once you have consulted the following list, you may indicate by A, B, C, D, or E which level of learning corresponds to yours, A being the best performance and E being the least adequate performance. In tne event that your knowledge is of the collegiate level, you could establish the correspondance between this learning and the collegial level, using the course content that is described in the college calendar and the exercise that follows the above mentioned list.

* From Breen and Whitaker, Bridging the Gap, A Learner's Guide to Transferable Skills, the Learning Center, San Francisco. Ca 1983.

INVENTORY OF YOUR TRANSFERABLE SKILLS *

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

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Circle your present level for each skill listed below.

COMMUNICATIONS

1.	Listen with objectivity and paraphrase the content of the message	A	B	C	D	E
2.	Use various forms and styles of written communication	A	B	C	D	E
3.	Speak effectively to individuals and groups	A	B	C	D	E
4.	Use various audio and visual media to present ideas	A	B	C	D	E
5.	Express your needs, wants, opinions and preferences without offending the sensitivities of others	A	B	C	D	E
6.	Identify and communicate value judgments effectively	A	B	C	D	E
7.	Describe objects and events with a minimum of factual errors	A	B	C	D	E
8.	Convey a positive self-image to others	A	B	C	D	E

* Breen and Whitaker, Bridging the Gap, A Learner's Guide to Transferable Skills, The Learning Center, San Francisco, Ca, 1983.

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RESEARCH AND INQUIRING SKILLS

9.	Use a variety of sources of information	A	B	C	D	E
10.	Apply a variety of methods to test the validity of data	A	B	C	D	E
11.	Identify problems and needs	A	B	C	D	E
12.	Design an experiment, plan or model that systematically defines a problem	A	B	C	D	E
13.	Identify information sources appropriate to special needs or problems	A	B	C	D	E

CONSTRUCTIVE CRITIC SKILLS

14.	Formulate questions relevant to clarifying a particular problem, topic or issue	A	B	C	D	E
15.	Identify quickly and accurately the critical issues when making a decision or solving a problem	A	B	C	D	E
16.	Identify a general principle that explains interrelated experiences or factual data	A	B	C	D	E
17.	Define the parameters of a problem	A	B	C	D	E
18.	Identify reasonable criteria for assessing the value or appropriateness of actions or behavior	A	B	C	D	E
19.	Adapt your concepts and behavior to changing conventions or norms	A	B	C	D	E

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CONSTRUCTIVE CRITIC SKILLS (continued)

20.	Apply appropriate criteria to strategies and action plans	A	B	C	D	E
21.	Take given premises and reason to their conclusion	A	B	C	D	E
22.	Create innovative solutions to complex problems	A	B	C	D	E
23.	Analyze the interrelationships of events and ideas from several perspectives	A	B	C	D	E

PERSONAL DEVELOPMENT SKILLS AND CAREER PLANNING SKILLS

24.	Analyze and learn from life experiences - both your own and others	A	B	C	D	E
25.	Relate the skills developed in one environment (e.g., school) to the requirements of another environment (e.g., work)	A	B	C	D	E
26.	Match knowledge about your own characteristics and abilities to information about job or career opportunities	A	B	C	D	E
27.	Identify, describe and assess the relative importance of your needs, values, interests, strengths and weaknesses	A	B	C	D	E
28.	Identify and use personal growth goals and strategies that are motivating	A	B	C	D	E
29.	Identify and describe skills acquired through formal education and general life experience	A	B	C	D	E

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PERSONAL DEVELOPMENT SKILLS AND CAREER PLANNING
(continued)

30.	Identify your own strengths and weaknesses	A	B	C	D	E
31.	Accept and learn from negative criticism	A	B	C	D	E
32.	Persist with a project when faced with failure unless it is clear that the project cannot be carried out or is not worth the time or effort needed to complete it	A	B	C	D	E
33.	Recognize when a project cannot be carried out or is not worth the time or effort to complete it	A	B	C	D	E
34.	Generate trust and confidence in others	A	B	C	D	E
35.	Take risks	A	B	C	D	E
36.	Accept the consequences of your own actions	A	B	C	D	E
37.	Represent yourself effectively to prospective employers	A	B	C	D	E

INFORMATION AND MANAGEMENT SKILLS

38.	Sort data and objects	A	B	C	D	E
39.	Compile and rank information	A	B	C	D	E
40.	Apply information to the solution of a specific problem or task	A	B	C	D	E

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

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INFORMATION AND MANAGEMENT SKILLS (continued)

41.	Synthesize facts, concepts and principles	A	B	C	D	E
42.	Understand and use organizing principles	A	B	C	D	E
43.	Evaluate information against standards	A	B	C	D	E

INTERPERSONAL AND HUMAN RELATIONS SKILLS

44.	Guide a group toward achievement of a common goal	A	B	C	D	E
45.	Maintain group cooperation and support	A	B	C	D	E
46.	Delegate tasks and responsibilities	A	B	C	D	E
47.	Interact effectively with peers, superiors and subordinates	A	B	C	D	E
48.	Express your feelings appropriately	A	B	C	D	E
49.	Understand the feelings of others	A	B	C	D	E
50.	Use argumentation techniques to persuade others	A	B	C	D	E
51.	Make commitments to others	A	B	C	D	E
52.	Be willing to take risks	A	B	C	D	E
53.	Teach a skill, concept or principle to others	A	B	C	D	E

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INTERPERSONAL AND HUMAN RELATIONS SKILLS (continued)

54.	Analyze behavior of self and others in group situations	A	B	C	D	E
55.	Demonstrate effective social behavior in a variety of settings and under different circumstances	A	B	C	D	E
56.	Work under time and environmental pressures	A	B	C	D	E

DESIGN AND PLANNING SKILLS

57.	Identify alternative courses of action	A	B	C	D	E
58.	Set realistic goals	A	B	C	D	E
59.	Follow through with a plan or decision	A	B	C	D	E
60.	Manage time efficiently and effectively	A	B	C	D	E
61.	Predict future trends and patterns	A	B	C	D	E
62.	Accomodate multiple demands for commitment of time, energy and resources	A	B	C	D	E
63.	Assess needs	A	B	C	D	E
64.	Make and keep a schedule	A	B	C	D	E
65.	Set priorities	A	B	C	D	E

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MANAGEMENT SKILLS

66.	Analyze tasks	A	B	C	D	E
67.	Identify people who can contribute to the solution of a problem or completion of a task	A	B	C	D	E
68.	Identify resource materials useful in the solution of a problem	A	B	C	D	E
69.	Delegate responsibility for completion of a task	A	B	C	D	E
70.	Motivate and lead people	A	B	C	D	E
71.	Organize people and tasks to achieve specific goals	A	B	C	D	E

VALUES

72.	Assess a course of action in terms of its long-range effects	A	B	C	D	E
73.	Make decisions that will maximize both individual and collective good	A	B	C	D	E
74.	Appreciate the contributions of art, literature, science and technology to contemporary society	A	B	C	D	E
75.	Identify your own values	A	B	C	D	E
76.	Assess your values in relation to important life decisions	A	B	C	D	E

Some forms of learning acquired through volunteer work are described in the following pages.

TASKS RELATED MAINLY TO VOLUNTEER WORK *

ADMINISTRATION AND ORGANIZATION
Operating volunteer bureaus; mounting recruitment drives, award programs; volunteer orientation.

CIVIC AFFAIRS
Stimulating community interests in government; assisting in voter registration; engaging in lobbying; proposing legislation.

COMMUNICATIONS AND PUBLIC RELATIONS
Writing copy, newsletters, educational material, bulletins, radio scripts for programs; manning speakers bureaus.

COMMUNITY SERVICES
Serving on advisory bodies to government; organizing self-help groups; forming coalitions for planning and action; manning information centers; participating in broad community improvement programs.

CONSUMER SERVICES
Educating people on how to get more for their money, how to budget, what to buy, pitfalls of credit; setting up co-ops and buying groups; answering consumer complaints and investigating fraud.

CULTURAL ACTIVITIES
Teaching arts, bringing theatre and music to schools and ghettos; acting as guides and lecturers in museums.

EDUCATION
Improving the educational level of young and old; serving as teacher aides, tutoring children and illiterates, teaching English as a second language, contributing to school talent banks, getting books to kids, bolstering library services; keeping children in school or returning drop-outs, providing scholarships.

EMPLOYMENT AND JOBS
Counseling young people on careers; mounting career fairs; improving employment possibilities through job orientation; providing skill training, placement services.

ENTREPRENEURSHIP
Assisting minorities in setting up their own businesses; providing consulting and advisory services, management training and financial assistance.

FAMILY-, YOUTH-, AND CHILDREN-ORIENTED SERVICES
Serving as big brothers and sisters, starting and operating day care services, improving homemaking skills of the inexperienced; providing foster homes; brightening and enriching residential facilities like orphanages; adopting and acting as a problem-solver for underprivileged families.

GIVE-AWAY PROGRAMS
Providing emergency food, clothes, and household equipment to the needy and the disaster-stricken; brightening holidays with gifts; operating gift shops.

HEALTH AND MENTAL HEALTH
Educating the young and old on prevention of disease, drug addiction, alcoholism; filling numerous roles in hospitals and clinics; becoming a member of a therapeutic team to rehabilitate the mentally ill, drug addicted; helping with reintegrating into the community; bringing medical services to the poor.

HOUSING
Improving existing structures in rundown areas, getting involved in problems of relocation, investigating offenses against fair housing laws, facilitating tenant-landlord relationships, advising new home owners on property management, mortgages, insurance, budgets.

INTERRACIAL/INTERETHNIC/INTERGROUP RELATIONS
Establishing programs to reach inner-city people; participating in efforts for integration; bridging the generation gap.

LEGAL RIGHTS, LAW ENFORCEMENT AND CRIME PREVENTION
Serving as a probation aide; providing law education for lay groups; improving police-community relations; befriending prisoners while in jail and afterwards; taking part in volunteer programs in juvenile institutions.

NUTRITION
Teaching good eating habits, better food preparation; promoting school lunch programs; helping in school cafeterias; aiding in food distribution; delivering meals to the old, the ill, the handicapped.

PHYSICAL ENVIRONMENT, EXCEPT HOUSING
Fighting the further spread of pollution through research, data gathering and code enforcement; restoring land, waters; improving the urban scene; creating playgrounds and parks; cleaning up littered highways.

PSYCHOLOGICAL/SOCIAL SUPPORT SERVICES

Providing companionship to the shut-in, the aged; becoming a foster parent; sharing housekeeping skills; giving telephone guidance and reassurance.

RECREATION

Providing play activities and play space; coaching in sports; teaching arts and crafts; giving parties for children, senior citizens; making vacations possible for the disadvantaged, the retarded, the handicapped; promoting community swimming pools; serving in drop-in centers.

TRANSPORTATION

Chauffering; driver education; safety education; programs including driver training component.

* Reproduction, p.9-10 of original document (Ekstrom, Harris and Lockheed, How to Get College Credit for What You Have Learned as a Homemaker and Volunteer, Princeton, N.J.: Educational Testing Service, 1977).

IDENTIFICATION AND VERIFICATION OF YOUR LEARNING

The following exercises constitute the core of your portfolio, that which will be organized for presentation of your skills to assessors. These exercises are not to be done in this book, but on separate sheets which will be supplied by your counselor.

Be sure that you understand perfectly the process of identifying and verifying your learning and the relation with credited courses. With the help of your counselor, you will first identify in Exercise A, the year and the place where the learning took place, and the skills acquired.

Secondly, in Exercise B you include only those skills with the corresponding rating A, B or C and you choose the assessment procedure that will best provide proof of your knowledge. Then cite in the appropriate column the exhibits that you will provide as well as the titles and number of the courses for which you are requesting credit.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - A

CREDITED COURSES		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of the program	Brief description of course content if the course does not appear in the institution's syllabus.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - B

CREDITED COURSES			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - A

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.		
YEAR	Name and address of the institution where you took these courses Title of course, seminar, etc.	Skills acquired I know how ... I am able to... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - B

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - A

FULL TIME OR PART TIME PAID WORK		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - B

FULL TIME OR PART TIME PAID WORK			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - A

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - B

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - A

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.		
YEAR	Name and address of the organization Place, situation, others	Skills acquired I know how to ... I am able to ... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - B

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 8 - A

MARKER EVENTS AS SOURCE OF NEW LEARNING		
YEAR	Places and situations (accidents, luck, mishaps, etc.)	Skills acquired I know how to ... I am able to ... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 8 - B

MARKER EVENTS AS SOURCE OF NEW LEARNING			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

CHECKLIST FOR COLLECTING EVIDENCE

In order to collect all the proof that you can use to support your claim, you may consult the following list:

Paid work, full time or part time with an employer

1. Do your former employers have job descriptions for the tasks you have been doing ?

   Yes _____ (get copies) No _____

2. Do your former employers have in their files the nature of your work and the time spent doing this work ?

   Yes _____ (get a copy) No _____

3. Did you have a supervisor who evaluated your performance ?

   Yes _____ No _____

4. Do you have letters of reference, recommendation, or other letters of verification from your employer, from your supervisor, or from clients ?

   Yes _____ (get copies) No _____

5. Did you ever receive commendations for your work ?

   Yes _____ (get copies) No _____

6. Do you have newspapers or magazine clippings which mention your ability ?

   Yes _____ (get copies) No _____

---

* Adapted from How to Get College Credit for What You Have Learned as a Homemaker and Volunteer, R.B. Ekstrom, et al., 1977.

Paid work, full time or part time with an employer (continued)

7. Does your employer have records of your attending training or specialization programs ?

   Yes _____ (get copies) No _____

8. Do you or do your employers have documents which can help you prove your competence ?

   Yes _____ No _____

9. Do you have finished products such as films, photos or cassettes which could prove your ability to make something ?

   Yes _____ (get them) No _____

Nonpaid work, volunteer work, homemaking etc.

1. Does the volunteer organization you worked for have a job description of what you have been doing ?

   Yes _____ (get copies) No _____

2. Does the volunteer organization have in its file the nature of your work and the time spent doing this work ?

   Yes _____ (get a copy) No _____

3. Did you have a supervisor who evaluated your performance ?

   Yes _____ No _____

4. Do you have letters from the organization, from your supervisor, from colleagues or clients, congratulating you on your work ? Do you have letters of verification from your employer or your supervisor ?

   Yes _____ (get copies) No _____

5. Did you ever receive special commendations for your work ?

   Yes _____ (get copies) No _____

6. Do you have newspapers or magazine clippings which mention your ability ?

   Yes _____ (get copies) No _____

7. Does your employer have records of your attending training or specialization programs ?

   Yes _____ (get copies) No _____

Credit courses

1. Do you have report cards from the institutions which you attended ?

   Yes _____ (get copies) No _____

2. Do you have diplomas, certificates or attestations which support your claim ?

   Yes _____ (get copies) No _____

3. Do you have letters of verification from your teachers describing your abilities and your level of performance as a student, as a leader, or as an assistant ?

   Yes _____ (get copies) No _____

4. Do you have finished products such as films or cassettes which attest to your achievements within this course ?

   Yes _____ No _____

Non Credit courses

1. Do you have report cards from academic institutions or other organizations you attended ?

   Yes _____ (get copies) No _____

2. Do you have diplomas, certificates or attestations which support your claim ?

   Yes _____ (get copies) No _____

3. Do you have letters of verification from your teachers describing your abilities and your level of performance as a student, as a leader, or as an assistant ?

   Yes _____ (get copies) No _____

4. Do you have finished products such as films or cassettes which attest to your achievements within this course ?

   Yes _____ (get samples) No _____

2.4 Projection of educational program

Once you have established the correspondance between your learning and the collegial or university level courses, you should be in a position to make projections about your educational program, taking into account the theoretical and practical courses that are offered by the institution you have chosen.

This educational program must be planned with the help of your andragogical counselor in relation to existing courses and also according to the policies and limits of the institution. If the program of study you want to undertake is not offered at the college or university where you have developed your portfolio, or if, during the development of your portfolio, you have realized that you should go to another institution or school board, your counselor will help you to register in another institution. You will present your portfolio at this other institution. If it already has a procedure for recognizing prior learning, the people should allow you to use your portfolio and then you should be able to receive your recognition fairly quickly.

To make a projection about your learning program, you should first of all remember that if you want to attend a Cegep, there are two programs, one of general education of 28 courses and the other of vocational education of a variable number of courses. Should you wish to go to university, consult the calendar of the department you will register in.

To help you complete your request for credit, two examples of learning by experience are given in the case of Claire and Robert. These two examples will explain the organization of the portfolio for presentation to assessors.

Claire and Robert have prepared portfolios which are very different, but the same process of preparation was used. Even though they have worked in the same enterprise, i.e. their own, they have acquired skills that are altogether different. The exercises included in the portfolio illustrate only a few examples and cover only part of the skills that have led them to choose a certain program. The sixth document here gives only one example, but if you have several requests for credit, you must make a separate request for every course for which you ask recognition.

These examples are taken at random. Number and course titles come from three sources : Cahier d'enseignement collégial I - 1983-1984, John Abbott College Calendar 1983-1984, and Calendar of Collège Rosemont, 1984-1985.

It could happen that a person has skills that exceed the number of courses contained within a program. In that case, the skills are kept "aside" for another program or for another level.

EXAMPLE

CLAIRE AND ROBERT

Claire, 36 years old, and Robert, 38 years old, have been married for 15 years and have three children. When Robert was a teenager, he started to learn pottery-making by trial and error. His competence in the field of pottery-making has increased over the years and he has been making his living by it for the last twelve years. However, he has neither the time nor the inclination to manage the pottery-making operation. His time is taken up with the production side of the operation, working the clay, creating pieces, doing the sculpturing, purchasing the materials and supervising the baking. He also has to answer a growing number of requests from his customers.

Ceramics teachers sometimes bring groups of students to observe certain production operations. Robert has, therefore, in a sense become a teacher of introductory ceramics courses.

Apart from the lack of time, Robert does not possess the motivation required to become a self-employed manager.

In the early days of their marriage, Claire had three children in four years. She is beginning to show an interest in her husband's activities, and would like to work with him. She is doing very well at managing the business. She supervises the purchasing of materials, the selling of products, newspaper advertising, and the annual exhibition. She has opened a boutique in a shopping center, in which she sells the products made by her husband and arts and crafts created by others.

Claire took a course in basic accounting a few years ago. She uses this knowledge to help her keep the books, borrow money and make payments. She has attended "Women in Business" seminars which dealt with budget management and other useful topics.

Claire has to hire a sitter for her children. The sitter takes evening courses at the local college and Claire often helps her with her homework in math and algebra.

While preparing their last income tax return, Claire and Robert both noted with satisfaction that they have come a long way and learned a great deal. They realize, however, that they have received no academic recogntiion for their achievements and they agree that they should, if possible, obtain some recognition.

EXAMPLE

CLAIRE AND ROBERT

(continued)

The work that Robert has done with college students has prompted him to think that, eventually, he would like to teach pottery and that if he had a college diploma in ceramics he would have a better chance of being hired as a teacher. He has thought about pursuing courses in adult education in order to obtain a certificate in andragogy, or attending university to become a ceramist-consultant. In any or all these eventualities, he would like to obtain some credit for the work that he has done.

In Claire's case, she has discovered that she has management skills. She would like to complete a college diploma in commerce and then open and manage some more boutiques. Once it has been determined what credits she might receive, she will consider certain other posibilities, such as a certificate in management or a bachelor's degree in business administration.

COMMENTS

Robert could go to a college which offers ceramics technology and prepare a learning contract with help from an advisor. He could obtain credit for all courses for which it is possible for him to demonstrate his skills. He may only have to register in 'core courses', i.e. English and Humanities. During his leisure time, Robert played on an athletic team. From the French-speaking members of the team, he learned enough French to be able to converse with clients who visited his shop in Old Montreal. He may be able to pass examinations in written and oral French and receive credit for courses in French without having to follow them. These would count as 'complementary" courses.

In Claire's case, she could register in a college diploma program in commerce. She could apply for credits in accounting and furnish the necessry proof that she has the skills, The work that she has done with her baby-sitter in math and algebra may have given her enough skills to obtain credits in these subjects. In order to do so, she will have to pass tests in these subjects. She has taken courses in aerobic dance. She may be able to obtain a physical education credit for the skills acquired. In order to do so, she will have to demonstrate her competence before a jury.

In order to better understand the projection of your learning program, you will be able to examine the programs of Claire and Robert separately in the following pages. Their program is presented for college admission. Should they be ready later on to attend university, the same principles would apply.

EXAMPLE : PLANNING OF EDUCATIONAL PROGRAM

D.E.C. IN COMMERCE
28 courses

	Credit Request	Courses to take

Mandatory Courses (12)

- Physical Education (dance)
- Physical Education
- Physical Education
- Physical Education
- Humanities
- Humanities
- Humanities
- Humanities
- Language and literature
- Language and literature
- Language and literature
- Language and literature

Specialization Courses (12)

- Commercial Law
- Finance I
- Marketing
- Cost accounting
- Taxation
- Retailing
- Promotion
- Accounting I
- Operations research
- Secong Language - French I
- Second language - French II
- Second language - French III

Complementary Courses (4)

- Portfolio development
- Typing I
- Typing II
- Secretarial procedures

TOTAL NUMBER OF CREDITS REQUESTED _____

EXAMPLE

PLANNING OF EDUCATION PROGRAM

D.E.C. IN CERAMICS
45 courses (approximately)

	Credit Request	Courses to take

Mandatory Courses (12)

- Physical Education
- Physical Education
- Physical Education
- Physical Education
- Humanities
- Humanities
- Humanities
- Humanities
- Language and literature
- Language and literature
- Language and literature
- Language and literature

Specialization Courses (12)

- Intro Ceramics I
- Technical drawing
- Lab I
- Throwing I
- Handbuilding I
- Mouldmaking I
- Equipment I
- Studies and procedures I
- Architectural ceramics
- Ceramic History
- Decoration I
- etc.

Complementary Courses (4)

- Portfolio development
- French I
- French II
- etc.

TOTAL NUMBER OF CREDITS REQUESTED _____

2.5 Request for credit

Once the projection of your educational program is completed and you have identified the courses for which you can request official recognition of learning and for which you have furnished proof of evidence, you may, with the help of your counselor, prepare your request for credit by organizing your portfolio for presentation to assessors.

If you request recognition for courses at a community college or at university, these requests will normally be sent to the program director who provides the liaison between the administration, your counselor and the assessors.

The program director will review your file completely and will send the request for credit for core courses to the specific departments, i.e. physical education, humanities, or language and literature. In the case of concentration courses and complementary courses, he will communicate with the department concerned. For each credit request, your portfolio should be photocopied and should include the credit requests for each course.

The department concerned with evaluation of your portfolio will nominate three people to become a jury. The jury is expected to be made up of people who do not know you.

In the case of subjects for which you will have to write tests and exams prepared by faculty (maths, algebra, accounting, French, English and others), the results of your exams will become the proof.

In the case of learning outcomes derived from homemaking, volunteer work, paid work, leisure and travel, your counselor will help you prepare the proof of your competence. The counselor has at his disposal certain instruments such as grids, charts, and exercises which are designed for this purpose.

In cases where the proof depends on a presentation or a demonstration or a finished product, especially where several operations are involved, such as Robert with ceramics, the jury could go to your place of work and observe your work. Robert's ceramics operation is a good example. The jury might come equipped with a questionnaire which lists the elements of knowledge that have to be mastered by the regular students.

Other types of evaluation could take place. For example, in the case of Francine, when she meets with obstetricians and gynecologists, an expert from outside (either an obstetrician or a gynecologist) could be invited to be part of the jury.

The program director will send the request for credit to the various departments and must allow a minimum length of time, sometimes a few weeks, sometimes a few months, before the request can be studied, and accepted or rejected.

According to the nature of your learning, and the proof you can supply, you might be asked to do any one of a number of things such as a demonstration, a simulation (role play), or a performance (e.g. dance, theater, interviews,).

2.6 Granting of credits by assessors

The assessors will try to compare your skills to the requirements that have been set for the regular students. They will use methods of evaluation that you have chosen and which best apply in your case. They will use techniques that are designed to give you the best possible opportunity to prove that there is a link between the skills you have acquired and the learning outcomes expected in corresponding courses.

The assessors are responsible for maintaining academic standards. In no way must you consider negotiating or trading learning for credit. In any case, the procedure is the same for all students who make a request to have their prior learning recognized.

In the case where a judgment does not satisfy you, you will be able to discuss the matter with your andragogical counselor, and with the assessors if necessary. If necessary, you could appeal the decision but it is suggested that you do so only if you are positive that the judgment rendered was inappropriate and that you are ready, with proof of evidence, to justify your appeal.

Credits are awarded by the teaching staff and for each course in which credit is granted, there must be an official letter which states that credit has been given. The letter is written by a faculty member or by a jury member. It is addressed to the registrar.

You and your andragogical counselor will also receive a copy of this letter. Once you have received, in writing, this recognition of your prior learning, you are in a position to follow the part of the program which still has to be done by registering in courses that have to be completed in order to obtain your diploma.

Chapter III entitled Organization of your portfolio for submission to assessors covers the content of your portfolio, the guidelines that are to be followed when organizing your portfolio before submission, and guidelines for collecting your letters of verification. Further on, you will see examples of the portfolios that people like Claire and Robert might submit.

CHAPTER III

ORGANIZATION OF YOUR PORTFOLIO FOR SUBMISSION TO ASSESSORS

CHAPTER III

ORGANIZATION OF YOUR PORTFOLIO FOR SUBMISSION TO ASSESSORS

This last chapter uses the examples of Claire and Robert to demonstrate the procedure to follow when putting your portfolio together.

This presentation is a synthesis of the work that you have done in Chapter II. It includes only the documents that assessors will need in order to assess your skills. Even at this stage of the process, there is no guarantee that credit will be awarded. Given the fact that assessors are the only judges involved, you have to wait for their decision.

The programs and courses have been presented here from the Cahier the l'Enseignement collégial 1 et 2, 1983-1984 and from the calendar of programs and courses offered at John Abbott College, 1983-1984, and the calendar from Collège de Rosemont, 1984-1985.

In certain cases, this information has been reorganized to help you better understand the process.

3.1 Content of the portfolio

This file shall include seven documents.

1) A covering page with information regarding your identity

2) A brief narration of your life experience which will give the jury an idea of who you are. (see Life Experience, Exercise 1)

3) An explanation of your career objectives and educational objectives (see exercise 2)

4) A chronological list showing the nature and the depth of your learning according to every course for which you ask recognition (see exercises 3 to 8)

5) A projection of your educational program (see the example already given)

6) An offical request form to obtain credit (form usually supplied by the institution)

7) Documentation attesting to your learning

N.B. : A table of contents may also be useful in the arrangement of your portfolio

3.2 Guidelines for the portfolio organization for submission to assessors

Before organizing your portfolio and submitting it to assessors, it might be adviseable to read the following *:

1. While more than one document may be needed to establish a learning claim, it is not necessary to have large number of documents for each experience. A great many may serve only to frustrate administrators, faculty members, and assessors.

2. Excessive documentation, attractively presented, will not substitute for weak articulation of competences and assessment performance.

3. If actual products such as canvases, pottery, or machines are to be used as documentation, these could be photographed or reduced to slides. Most institutions cannot insure these products against damage or loss. Besides, such documentation is unwieldy and cannot be circulated easily to faculty or committees.

4. Products or replicas submitted in the portfolio should be labeled, signed, and dated by the student.

5. Even though the student attempts to trim down the amount of documentation, some individual specimens may be quite long. The student should underline with a colored pen those parts of the document relevant to the claimed learning outcomes.

6. Copies, not originals, of any valuable documents such as licenses, certificates, letters, or recommendations should be used in the portfolio.

* Rydell and Irwin, Creditable Portfolio : Dimensions in Diversity, CAEL, November 1982

3.3 Guidelines for letters of verification

Letters of verification are a tool that confirms the authenticity of your allegations and supports them; they must satisfy certain requirements *:

1. The individual who writes the letter must know the student and have first-hand knowledge of the activity which the student has cited in the portfolio.

2. The author of the letter should state clearly the nature of the relationship between her or him and the student.

3. The letter should be written on the official letterhead stationery of the company or organization with which the author is associated.

4. The content of the letter should focus on the duties, responsibilities, tasks, or activities which were inherent in the experience under consideration.

5. The author of the letter should describe the activity under consideration fully in much the same fashion as it is described in student-prepared portfolio materials such as the resume. That is, the letter should set down the context of the experience - the who, what, when, why, for how long, where, etc.

6. In addition to describing the experience, the author should evaluate the level of the student's performance as well as explaining growth and learning which occurred during the experience. There should be some attempt to compare the student's performance with that of peers who have an undergraduate or graduate education.

7. A special accomplishment that results in a product requires documentation in the form of one or more letters of verification authored by persons who observed the student while he or she was developing the product.

8. Most of all, the student should make it clear to the author that the letter to be written is one of verification or evaluation, not recommendation.

* Rydell and Irwin, Creditable Portfolio: Dimensions in Diversity, CAEL, November 1982.

EXAMPLE OF

CLAIRE'S PORTFOLIO

FIRST DOCUMENT: COVERING PAGE

PORTFOLIO

Claire Fountain
12, Boutique avenue
Ceramicville, Province

SUBMISSION OF A PORTFOLIO
FOR CREDIT REQUEST
WITHIN THE COMMERCE PROGRAM
THE COLLEGE OF THE FUTURE
999 College Street
City and Province

_____
Date

_____
Signature

SECOND DOCUMENT: NARRATION (summary of Exercise I)

CLAIRE

I am 36 years old, married and the mother of three children. I have been working as my husband's partner for the last twelve years. The part that I play in our small business is mostly related to management. Among other duties, I supervise the purchasing of material, I organize the sale of the finished products, I am in charge of the advertising in the local newspaper and I prepare the annual exhibition. I have opened a boutique in a shopping center, where I sell my husband's products as well as arts and crafts made by other artists.

I do the bookkeeping. A basic accounting course which I took a few years ago has helped me with this work. I deal with the books in matters of borrowing and repayment of loans. I require the help of a baby-sitter. She is following evening courses at the local college and I supervise her homework in maths and algebra.

Before I was married, I was a full-time secretary with an investments company. Since my marriage, my main occupation, apart from raising my children, has been managing our little business.

At present I am still considered a non paid worker and I do not receive an official salary for my work.

I have attended seminars and taken non credit courses. My leisure activities include sports. I find that participating in sports enables me to feel better and, therefore, to work better.

THIRD DOCUMENT : CAREER AND EDUCATIONAL OBJECTIVES (Exercise II)

In reviewing my working experience, I realize that I have learned a lot. My educational objective is to eventually obtain a bachelor's degree in business administration.

I live far from any university and I would like, for various reasons (closeness to the college, free tuition, possibility of day courses), to first complete a DEC in business administration. This DEC would normalize my situation and would give me an idea of the skills which I have.

Program Title : Commerce N° : _____

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - A

CREDITED COURSES		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of the program	Brief description of course content if the course does not appear in the institution's syllabus
1970	Previous College Course n° 410-110-70 Accounting I	Refer to calendar
1971	Previous College Course n° 410-501-71 Retailing	Refer to calendar

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - B

CREDITED COURSES			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
81 %	Equivalency	Transcripts Exhibit I	410-110-79 Accounting I
83 %	Equivalency	Transcripts Exhibit II	410-501-79 Retailing

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - A

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of seminars, etc.	Skills acquired I know how to ... I am able to ... I can ...
1981	Women in Business Seminar: Introduction to the business world (120 hours)	I have a good understanding of the economic system in which we live and I have a fairly good idea of the following business fields: finance, marketing, personnel and production and I also have the required vocabulary. I understand clearly how each of these fields works independently, and their interrelationships, as well as the social and economic environment in which they are applied.
1982	Women in Business Course: how to fill in your income tax return	I can compute income, deductions, taxable income, payment of taxes for individual and corporation tax returns.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - B

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
B	Interview	Attestation Exhibit III	401-410-79 Intro to Canadian Business
B	Written exam	Attestation Exhibit IV	401-603-79 Taxation

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - A

FULL TIME OR PART TIME PAID WORK		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...
1967 to 1970	Secretary Secured Investment Company 111, Dollar avenue Big City, Province	Typing 60 words per minute. Correspondance, stationery, forms, complex charts, preparation of work for reports. I used techniques and procedures to take decisions relevant to the performance of all secretarial work: mailing, filing, various forms. Use of adding machine with the four basic operations, problem solving, etc.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - B

FULL TIME OR PART TIME PAID WORK			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
A	Demonstration	Letter of verification Exhibit V	412-101-77 412-201-77 412-301-77 Typing I-II and III
B	Interview	Exhibit V	412-231-77 Secretarial Procedures I

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - A

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...
1972 to 1984	Robert Potter Inc. 112 Boutique Avenue Ceramicville, Québec Position: husband's partner	I am able to manage: I have a systematic approach; I plan all production, purchase materials, sale of products, oversee product presentation, organize advertising, and perform other tasks related to the management of a small shop in Old Montreal. I am able to understand when customers ask questions and give replies in French and I am able to hold an interesting conversation.
1981	Supervision of maths homework for my sitter	I have helped my sitter to understand and do all the commercial maths given in course 201-112-77

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - B

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
A	Interview	None	410-140-79 Operations Management
B	Oral exam	None	602-101/102/103 /104-79 Elementary French I, II, III and IV. 602-201-79 Intermediate French I
A	Written exam	None	201-112-77 Commercial Mathematics

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - A

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.		
YEAR	Name and address of the organization Place, situation, others	Skills acquired I know how to ... I am able to ... I can ...
1983	Community Center Activity : modern dance (1 semester)	I know the basic concepts of the dance movements and techniques of modern dance.
	Interests : reading written essays and verbal communication in any first language	Knowledge of grammar, and of the important authors found in the English literature; effective writing in English.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - B

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
B	Performance	None	109-117-30 Modern Dance I
A	Written exam	None	603-101 Written English

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 8 - A

MARKER EVENTS AS SOURCE OF NEW LEARNING		
YEAR	Places and situations (accidents, luck, mishaps, etc.)	Acquired abilities I know how to ... I am able to ... I can ...
1979	Laurentian Ski Resort Event: accident during a ski expedition (a friend fractured a leg)	I had the person lie down and covered her with my ski jacket. With my scarf and one ski I immobilized the injured leg. With the second ski and the poles, I made a stretcher. The patient suffered a cut on her wrist. I tried to cover it with tissue paper and a piece of cloth from the patient's clothing. I made a fire with branches and stayed with the patient until a team of rescuers arrived 50 minutes later. Subsequent to this event, I have started reading and attending conferences on the subject of rescuing methods and first aid.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 8 - B

MARKER EVENTS AS SOURCE OF NEW LEARNING			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
C	Interview Simulation Theoretical exam	Letter from the emergency clinic which received the patient Exhibit VI	109-186-30 St John's Ambulance

FIFTH DOCUMENT : PLANNING OF EDUCATIONAL PROGRAM

D.E.C. COMMERCE
28 courses

	Credit Request	Courses to take
Mandatory Courses (12)		
- Physical Education (dance)	109-117	
- Physical Education	109-186	
- Physical Education		X
- Physical Education		X
- Humanities		X
- Humanities		X
- Humanities		X
- Humanities		X
- Language and literature	603-101	
- Language and literature		X
- Language and literature		X
- Language and literature		X
Specialization Courses (12)		
- Commercial Law	401-420	
- Finance I		X
- Marketing		X
- Cost accounting		X
- Taxation	410-603	
- Retailing	410-501	
- Promotion	410-521	
- Accounting I	410-110	
- Introd. to Canadian Business	401-410	
- Secong Language - French I	602-101	
- Second language - French II	602-102	
- Second language - French III	602-103	
Complementary Courses (4)		
- Portfolio development	360-903	
- Typing I	412-101	
- Typing II	412-102	
- Secretarial procedures I	412-231	
TOTAL NUMBER OF CREDITS REQUESTED	16	

SIXTH DOCUMENT : REQUEST FOR CREDIT

College : College of the Future, 999 College Street, City and province

Student's Name : Claire Fountain

Address : 12 Boutique Avenue

Telephone Residence : 111-1111 Office : 222-2222

Name of Andragogical Counselor : M. Counselor

The objective of the present request is to obtain official recognition for learning acquired mainly outside the academic mileu. I believe I have the necessary skills.

Consequently, I hereby request the following credits :

Course number : 412-231 Course title : Secretarial procedure

Assessment procedure :

Proof of evidence : Letter of verification

N.B. You must fill a new form of Request for Credit for each course for which you are seeking credit.

SEVENTH DOCUMENT : PROOF OF EVIDENCE

Here is the list of exhibits supplied as proof of evidence of my skills.

COURSES FOR WHICH CREDIT IS REQUESTED	DOCUMENTATION	EXHIBIT NUMBER
Accounting I (410-110)	Transcript	Ehhibit I
Retailing (410-501)	Transcript	Exhibit II
Introduction to Canadian Business (401-410)	Attestation from Women in Business	Exhibit III
Taxation (401-603)	Attestation from Women in Business	Exhibit IV
Typing I, II, III (412-101/201/301)	Letter of verification Secured Investments Company	Exhibit V
Secretarial procedures (412-231)	Letter of verification Secured Investments Company	Exhibit V
St-John's Ambulance (109-186)	Letter of verification Emergency Clinic	Exhibit VI
Additional Exhibits	High School Diploma	Exhibit VII

Exhibit I

Gouvernement du Québec
Ministère de l'Éducation
Direction générale
de l'enseignement collégial

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BULLETIN CUMULATIF

BEST COPY AVAILABLE

Collège

Previous College

Remembrance Street

NO DE DEMANDE D'ADMISSION 000991

CODE PERMANENT FOUNC9999

Student : Claire Fountain

DATE DE NAISSANCE 24-10-48 SEXE F

NO DU COURS	TITRE DU COURS	CRÉDIT	NOTE %	REMARQUE	MOYENNE DU GROUPE	SESSION	NO CODE DU COLLÈGE
410-110	Accounting I	1	81	-	72	W	Code

PROGRAMME D'ÉTUDES	NO DU PROGR.	COMPLÉTÉ	COURS CUMULÉS	
Commerce	401	1	COURS SUIVIS	1

RQUES: I-Incomplet; EQ-Équivalence; E-Échec; AB-Abandon EA-Échec pour absences (mention non utilisée depuis H 81)
ON: A-Automne; H-Hiver; E-Été

May 15 - 1970

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L. Registrar

Gouvernement du Québec
Ministère de l'Éducation
Direction générale de l'enseignement collégial

Exhibit II

BULLETIN CUMULATIF

BEST COPY AVAILABLE

Collège

Previous College

Remembrance Street

Student : Claire Fountain

NO DE DEMANDE D'ADMISSION 000998

CODE PERMANENT FOUNC 9999

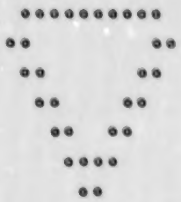
DATE DE NAISSANCE 24-10-48 SEXE F

NO DU COURS	TITRE DU COURS	CRÉDIT	NOTE %	REMARQUE	MOYENNE DU GROUPE	SESSION	NO CODE DU COLLÈGE
410- 501	Retailing	1	83	-	73	A	Code

Commerce — PROGRAMME D'ÉTUDES
401 — NO DU PROGR.
1 — COMPLÈTE

COURS CUMULÉS
COURS SUIVIS 1

REMARQUES: I-Incomplet; EQ-Équivalence; E-Échec; AB-Abandon EA-Échec pour absences (mention non utilisée depuis H 81)
SESSION: A-Automne; H-Hiver; E-Été



WOMEN IN BUSINESS
444, DARING STREET
ALLTOWN, LA BELLE PROVINCE

ATTESTATION

WE HEREBY CERTIFY THAT

CLAIRE FOUNTAIN

COMPLETED WITH SUCCESS THE 120 HOUR COURSE TITLED

Introduction to the Business World

Roger Cormier
PROGRAM COORDINATOR

Assistant
ASSISTANT

Exhibit III

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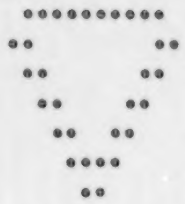

WOMEN IN BUSINESS
444, DARING STREET
ALLTOWN, LA BELLE PROVINCE

ATTESTATION

WE HEREBY CERTIFY THAT

CLAIRE FOUNTAIN

COMPLETED WITH SUCCESS THE 90 HOUR COURSE TITLED

Filling Your Income Tax Return

PROGRAM COORDINATOR

ASSISTANT

Exhibit - V

@@@@@@
@ @ @ @
@@@@@@
@ @ @ @
@@@@@@

SECURED INVESTMENTS COMPANY
111, Dollar Avenue
City, La Belle Province

Tel. : 444-4444

City, November 15, 1984

Registrar's Office
College of the future
999, College street
City and Province

To whom it may concern,

I hereby certify that Mrs. Claire Fountain was employed with our firm from January 1967 to October 1970 and that I was her immediate supervisor.

During this period, she took care of the correspondance for the office, and took the minutes of the meetings. She was able to type 60 words a minute and did all the arrangement of text, graphs and statistical reports.

When our company expanded, I asked her to set up new secretarial procedures for the office.

Mrs. Claire Fountain performed her work in a highly satisfactory manner.

I hope this letter will answer your request. If you require further information, I shall be pleased to send it.

Yours truly,

The supervisor

Exhibit - VI

U U U U
U U U U
U U U U
U U U U
U U U U
U U U U
U U U U

EMERGENCY CLINIC OF THE LAURENTIANS
Travel Street
Sports Village, La Belle Province

Tel. : 999-9999

Sports Village, February 16, 1982

Registrar's Office
College of the Future
999, College Street
City and Province

To whom it may concern,

We hereby certify that, on Febreuary 12, 1979, we were on duty at the Emergency Clinic of the Laurentians, when Mrs. Claire Fountain arrived with a ski companion to whom she had given first emergency care following a fracture of the femur.

We were impressed by the quality of the treatment rendered by Mrs. Fountain. The procedures she used were adequate.

I hope this letter answers your requirements. If you require further information, I shall be pleased to send it.

Yours truly,

Doctor attending Emergency Room

Exhibit VII

Ministère de l'Éducation du Québec

Diplôme d'études secondaires

Nous, soussignés, attestons que

C L A I R E F O U N T A I N

n 198 1 aux conditions prescrites par la loi et les règlements.
quoi, nous lui décernons le présent diplôme de

SECONDAIRE V
FORMATION GENERALE'
****

nent:

ganisme:

Le sous-ministre,

Gouvernement du Québec
Ministère de l'Éducation

125

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EXAMPLE

**** *
* ***
***** *

COLLEGE OF THE FUTURE
999, College Street
City and Province

CREDIT RECOMMENDATION
SUBMITTED TO THE PROGRAM DIRECTOR

We (assessors) have studied the Portfolio of ..... taking into consideration her (his) request for credit in relation with the following

Program : _____

Course name : _____

Course number : _____

The assessment procedures was : _____

We hereby confirm the the Student's skills :
meet the requirements [ ]
do not meet the requirements [ ]
of the sic college/university-level criteria.

Consequently,
We are granting [ ]
We are not granting [ ]
credit for the abovementioned course. You will receive separately the assessment report.

_____ Jury Member

_____ Jury Member

_____ Jury Member

_____ Date

EXAMPLE OF

ROBERT'S PORTFOLIO

FIRST DOCUMENT: COVERING PAGE

PORTFOLIO

Robert Potter
12, Boutique Avenue
Ceramicville, Province

SUBMISSION OF A PORTFOLIO
FOR CREDIT REQUEST
WITHIN THE CERAMICS PROGRAM
THE COLLEGE OF THE FUTURE
999 College street
City and Province

Date _____ Signature _____

SECOND DOCUMENT: NARRATION (summary of Exercise I)

ROBERT

I am 38 years old, married and the father of three children. I am a ceramist by profession and, with the help of my wife, have earned my living during the last fourteen years by selling the products that I make.

I fabricate all the products from beginning to end. This includes the design of the models, the sculpting, the turning, the drawing and painting of the designs which are put on the products.

For many years, I have devoted part of my time to research in the field of pottery. I have studied the works of various peoples, as far back as the Aztecs and the Mayas. I have attended courses and seminars offered by experts in art history. I produce both decorative objects and practical articles such as oven-to-table dishware. The production of pottery for everyday cooking has made it necessary for me to do research in areas such as thermal shock and heat resistance of pottery.

Students from the local college come to the pottery shop to study my methods. I am able to provide answers to many of their technical questions.

Following a careful examination of the content of the ceramics program which is offered by your college, I feel that I have the qualifications required for completion of the program. I would like, therefore, to receive official recognition for my skills as a professional ceramist.

THIRD DOCUMENT: CAREER AND EDUCATIONAL OBJECTIVES

(Exercise II)

I wish to use the knowledge and expertise which I have developed over the years to teach adults and young students.

I wish to register in the ceramics program to normalize my situation and to be granted credit for the majority of practical courses.

Once I have my diploma, I would like to study at university to become either a ceramics engineer or a ceramics consultant.

I would like to improve my teaching skills with this objective in mind. I might eventually register in a program which leads to a certificate in andragogy.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - A

CREDITED COURSES		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of the program	Brief description of course content if the course does not appear in the institution's syllabus.
1978	Regional High School Address City French I (n° xxx) French II (N° xxx)	I am able to hold a conversation with my clients and they easily understand what I say. Only rarely do I have to repeat.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - B

CREDITED COURSES			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
81 %	Oral exam	Transcripts Exhibit I	602-101/102 Elementary French I - II
83 %	Oral exam	Transcripts Exhibit I	602-103/104 Elementary French III IV

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - A

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of seminars, etc.	Skills acquired I know how to ... I am able to ... I can ...
1974	Ceramist Self-learner Address, City Training session	
1975	Museum of Arts Conferences in Art History (90 hours) Prof: Mr. I	I have learned about the various periods in the history of western civilization as well as the role of art in our society.
1977	Idem (90 hours)	I have learned the history of the Middle Ages and of the Renaissance; and the the passage from a belief in God to a belief in man.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - B

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
A	Demonstration	Finished products	570-101 Introduction to ceramics I
B	Interview	Attestation Exhibit II	520-101-76 Art History I
B	Interview	Attestation Exhibit III	520-201-76 Art History II

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - A

FULL TIME OR PART TIME PAID WORK		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...
1972 to 1984	Robert Potter Inc. (my own business) 12, Boutique Avenue Ceramicville, Qué	I can perform all steps until products are ready for final sale. I have acquired all the necessary skills to produce ceramic pieces: choosing the material, handbuilding, throwing, moulding, glaze testing, investigating, loading and firing of gas kilns, as well as other relevant operations.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - B

FULL TIME OR PART TIME PAID WORK			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof or evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
A / B	Demonstration in my workshop	My products, photos Exhibit - IV Honours	See overall program planning

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - A

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...
1974 to 1984	Demonstration to students registered in the ceramics program at the regional college	I have learned to make oral presentations which are organized, structured and informative. In general, the students thought I was clear and precise and praised me for it.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - B

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
B	Interview	Letters of verification from the college teachers Exhibit VI	603-104 English : Intro to Language

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - A

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.		
YEAR	Name and address of the organization Place, situation, others	Skills acquired I know how to ... I am able to ... I can ...
1978	Interior Decorating school Artistic Street Montreal	I am able to use the new decoration techniques on my pottery and I have invented a new design for dishware.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - B

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
B	Demonstration	Attestation Exhibit VII	570-561-79 Decoration I

FIFTH DOCUMENT : PLANNING OF EDUCATIONAL PROGRAM

D.E.C. IN CERAMICS
45 courses (approximately)

	Credit Request	Courses to take
Mandatory Courses (12)		
- Physical Education (dance)	109-117	
- Physical Education	109-186	
- Physical Education		X
- Physical Education		X
- Humanities		X
- Humanities		X
- Humanities		X
- Humanities		X
- Language and literature	603-104	
- Language and literature		X
- Language and literature		X
- Language and literature		X
Specialization Courses (12)		
- Studies and procedures I		X
- Studies and procedures II		X
- Art History I	520-101	
- Art History II	520-201	
- Intro Ceramics I	570-101	
- Sculpture I	510-320	
- Drawing III	510-310	
- Lab I	570-111	
- Handbuilding I	570-321	
- Throwing I	570-331	
- Mouldmaking I	570-341	
- Architectural ceramics		X
- Equipment I	570-451	
- Etc.		
Complementary Courses (4)		
- Portfolio development	360-903	
- French I	602-101	
- French II	602-102	
- Decoration I	570-561	
TOTAL NUMBER OF CREDITS REQUESTED	to be decided	

SIXTH DOCUMENT : REQUEST FOR CREDIT

College : College of the Future, 999 College Street, City and province

Student's Name : Robert Potter

Address : 12 Boutique Avenue

Telephone Residence : 111-1111 Office : 222-2222

Name of Andragogical Counselor : M. Counselor

The objective of this request is to obtain official recognition for learning acquired mainly outside the academic milieu. I believe I have the necessary skills.

Consequently, I hereby request the following credits :

Course number : _____ Course title : _____

Assessment procedure : _____

Proof of evidence : _____

_____

_____

_____

N.B. You must fill a new form of Request for Credit for each course for which you are seeking credit.

SEVENTH DOCUMENT : PROOF OF EVIDENCE

Here is the list of exhibits supplied as proof of evidence of my skills.

COURSES FOR WHICH CREDIT IS REQUESTED	DOCUMENTATION	EXHIBIT NUMBER
French (602-101/102)	Transcripts	Exhibit I
French (620-103/104)	Transcripts	Exhibit I
Art History I (520-101)	Attestation	Exhibit II
Art History II (520-201)	Attestation	Exhibit III
Educational Plan	Photos	Exhibit IV
	Honours	Exhibit V
English	Letters of verification	Exhibit VI
Decoration I	Attestation	Exhibit VII
Additional exhibit	High School Diploma	Exhibit VIII

Gouvernement du Québec
Ministère de l'Éducation
Direction générale
de l'enseignement collégial

Exhibit - I

BULLETIN CUMULATIF

143

Collège

Regional High School
Address
Province

NO DE DEMANDE D'ADMISSION 88-888

CODE PERMANENT POTTR7777

Student: Robert Potter

DATE DE NAISSANCE 12-07-46

SEXE M

NO DU COURS	TITRE DU COURS	CRÉDIT	NOTE %	REMARQUE	MOYENNE DU GROUPE	SESSION	NO CODE DU COLLÈGE
XXX	French		81	- -	74	F	YY
XX	French		83	-	73	W	YY

French - Evening Courses — PROGRAMME D'ÉTUDES

NO DU PROGR.

2 — COMPLÉTÉ

COURS CUMULÉS

COURS SUIVIS 2

MARQUES: I-Incomplet; EQ-Équivalence; E-Échec; AB-Abandon EA-Échec pour absences (mention non utilisée depuis H 81)
SION: A-Automne; H-Hiver; E-Été

June 1978 — DATE D'ÉMISSION

145 The Registrar — REGISTRAIRE

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MUSEUM OF ARTS
ARTISTS STREET WEST
MONTREAL, QUEBEC

ATTESTATION

WE HEREBY CERTIFY THAT

ROBERT POTTER

ATTENDED A 90 HOUR CONFERENCE ON

ART HISTORY
History of Western Civilizations

Program Coordinator
PROGRAM COORDINATOR

Assistant
ASSISTANT

MUSEUM OF ARTS
ARTISTS STREET WEST
MONTREAL, QUEBEC

ATTESTATION

WE HEREBY CERTIFY THAT

ROBERT POTTER

ATTENDED A 90 HOUR CONFERENCE ON

ART HISTORY
History of Renaissance and of the Middle Ages

Program coordinator
PROGRAM COORDINATOR

Assistant
ASSISTANT

Exhibit III

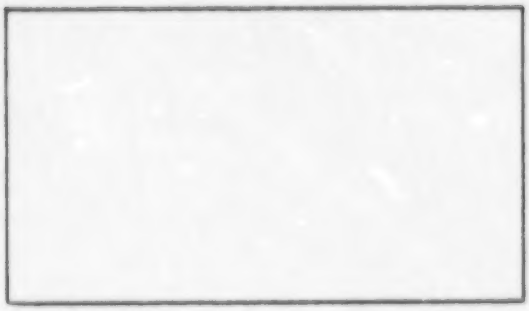
145

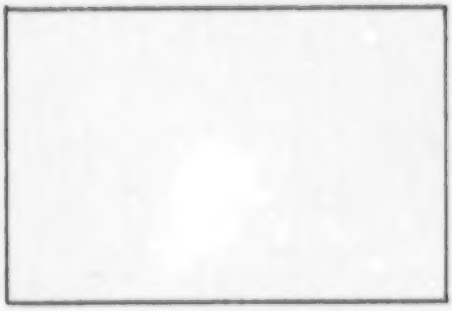
148

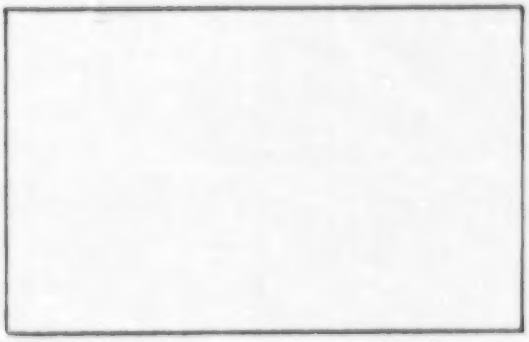
149

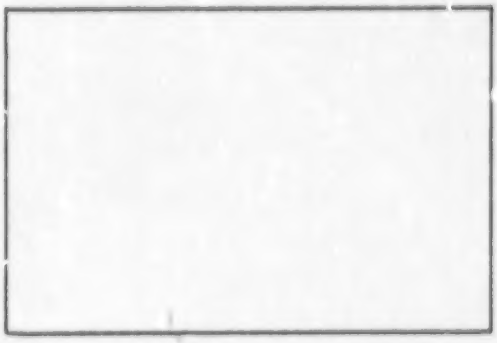
Exhibit - IV

Here are the pictures of the products which I produced; they were part of various exhibitions.









ATTESTATION : _____

Notary

SALON INTERNATIONAL DE L'ARTISANAT
45, IMAGINATION STREET
DOWNTOWN, PROVINCE

THE FIRST PRICE OF THIS EXHIBITION
IS HEREBY AWARDED TO
ROBERT POTTER

FOR THIS YEAR OF 1981

AS RECOGNITION FOR THE QUALITY, ORIGINALITY AND AESTHETIC VALUE
OF HIS WORK

COMMITTEE MEMBER

PRESIDENT

Exhibit A

147

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Exhibit VI

CcCcCcC
CcCcCcC
CcCcCcC
CcCcCcC
CcCcCcC

YESTERDAY COLLEGE
Remembrance Street
City, Province

Tél. : 900-9000

City, March 15, 1984

Registrar's Office
College of the Future
999, University Blvd.
Montreal, Province

To whom it may concern,

This is to certify that for the past ten years, Mr. Robert Potter has provided demonstrations to students following our Ceramics program. He always uses very good English and he possesses excellent communication skills.

He is competent and knows how to teach a subject in an interesting fashion. He knows how to evaluate the group to whom he is teaching; his lectures are always well structured and the ideas are expressed clearly and concisely.

I believe that his ability to express himself might well correspond to the courses mentioned in your letter.

Yours truly

Program Director

SCHOOL OF DECORATION
ARTISTIC ROAD
MONTREAL, QUEBEC

ATTESTATION

WE HEREBY CERTIFY THAT

ROBERT POTTER

ATTENDED A WORKSHOP ON

POTTERY DECORATIONS

School Director
SCHOOL DIRECTOR

Dec 2nd / 1984
DATE

Ministère de l'Éducation
du Québec

Diplôme d'études secondaires

Exhibit VIII 150

Nous, soussignés, attestons que

ROBERT POTTER

en 1981 aux conditions prescrites par la loi et les règlements.
Quoi, nous lui décernons le présent diplôme de

SECONDAIRE V
FORMATION GENERALE'
****

nent:

ganisme:

Le sous-ministre,

Gouvernement du Québec
Ministère de l'Éducation

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EXAMPLE

**** *
* ***
***** *

COLLEGE OF THE FUTURE
999, College Street
City and Province

CREDIT RECOMMENDATION
SUBMITTED TO THE PROGRAM DIRECTOR

We (assessors) have studied the Portfolio of ..... taking into consideration her (his) request for credit in relation with the following

Programme : _____

Course name : _____

Course number : _____

The assessment procedures was : _____

We hereby confirm the the Student's skills :
meet the requirements [ ]
do not meet the requirements [ ]
of the sic college/university-level criteria.

Consequently,
We are granting [ ]
We are not granting [ ]
credit for the abovementioned course. You will receive separately the assessment report.

_____ Jury Member

_____ Jury Member

_____ Jury Member

_____ Date

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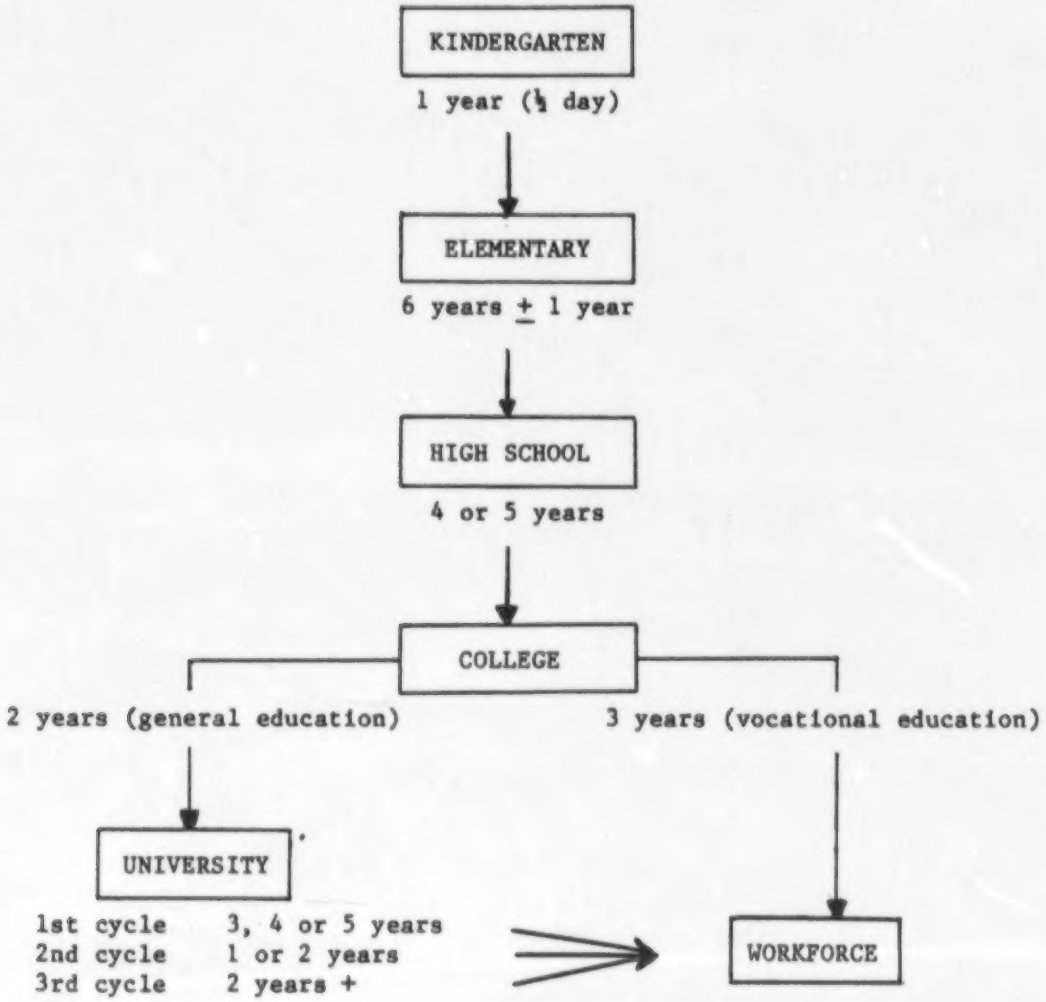
The number and title of courses mentioned in this document as examples were taken from the following sources:

Cahier de l'enseignement collégial I, 1983-1984
Cahier de l'enseignement collégial II, 1983-1986
Cahier du Collège John Abbott, 1983-1984
Cahier du Collège de Rosemont, 1984-1985

APPENDIX

General Overview of the Quebec Education System *



* Adapted from L'éducation au Québec : De la maternelle à l'université. Pamphlet published by the Gouvernement du Québec, Ministère de l'Éducation, Service général des Communications

FRONT COVER : John Starkey

LOGO : Anna R. Whitton

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